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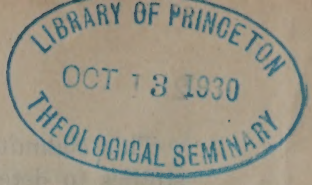

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DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, SECRETARY

U. S. OFFICE OF EDUCATION

WILLIAM JOHN COOPER, COMMISSIONER

WASHINGTON, D. C.

PROCEDURES IN SUPERVISION

Abstracts of Selected Papers Presented at the Fourth Conference on Rural School Supervision in the Southern States Called by Wm. John Cooper, Commissioner of Education, at Nashville, Tenn., December 16 and 17, 1929.

Prepared in the Division of Special Problems, Office of Education,
KATHERINE M. COOK, *Chief*

THE RURAL SCHOOL PRINCIPAL AND SUPERVISION

Reports on a Questionnaire Study of the Activities of Principals in the Southern States

Prepared by the United States Education Office and Representatives from the Several States

At the Third Conference of Rural School Supervisors of the Southern States, held at New Orleans, La., December 17 and 18, 1928, a "Committee on Future Plans," composed of John W. Carr, jr., department of education, Duke University, N. C.; Nell Hunt, State rural school supervisor, Oklahoma City, Okla.; R. E. Jaggers, State rural elementary school supervisor, Frankfort, Ky.; Mary Shipp Sanders, chief State supervisor of rural schools, Austin, Tex.; H. L. Turner, State agent for rural schools, Little Rock, Ark.; W. S. Yates, rural school supervisor, Hillsborough County, Plant City, Fla.; and Norman Frost, professor of rural education, George Peabody College for Teachers, Nashville, Tenn., was appointed to consider and decide upon subjects profitable for future study and research by representatives of the several States cooperating in the conference and the United States Office of Education.

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This committee recommended "that this organization undertake studies to determine first: The desirable training, both preservice and inservice, for principals of schools in village and country communities in the light of existing conditions and theory; and second, the desirable changes in organization, laws, and conditions under which such principals work." It also recommended that, as a preliminary to these two problems, "a committee be appointed to study types of schools and principalships now existing in village and country in the Southern States and institute studies of the activities of principals in these types of schools."

As a result of these recommendations a questionnaire was compiled in the United States Office of Education relating to the status and activities of the principals of schools in which three or more full-time teachers in addition to the principal are employed who are under the direction of the county superintendent. The information requested related to the number of teachers under the principalship, enrollment by grades, length of school year and school day, type of school organization, experience and training of principal, amount of supervision received, and amount and types of teaching, administrative, supervisory, and clerical activities involved in the position of principal. This questionnaire was distributed through a State rural school supervisor to principals in each of the following States: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and West Virginia. Nine States—Alabama, Florida, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Texas, and West Virginia—were able to collect the data requested and either summarize it for the individual State or send in the questionnaire forms to the United States Office of Education for summarizing. Reports by States follow:

Alabama.—The teacher-principal in Alabama, typified by this study, has under his charge 10 or 11 teachers in a school organized on the 6–3–3 plan with an enrollment of 348 and a school term of 8.8 months. He has been teaching 16 years, and has been a teacher-principal 12.7 years. He teaches in the junior or senior high school and holds the same position this year that he had last. Little supervision is given him. He lacks but a fraction of a year of having a degree, and has taken courses in administration and supervision. He must devote about three and one-half hours of the school day to teaching, and besides many administrative and supervisory duties, must do all the clerical work, as no assistance is provided.

Florida.—The typical Florida principal supervises six teachers; his school has an enrollment of 247, 85 per cent in the elementary grades and 15 per cent in the high school; school is maintained for eight months during the year with a 6-hour school day; there is the

traditional 8–4 type of grade organization. He has had 4 years of training beyond high-school graduation with one-fifth of a year in professional courses; he has taught 11 years, with 7 years' experience as teacher-principal. He receives a very small amount of supervision throughout the year, given largely by the county superintendent with occasional visits of a county supervisor. He teaches an average of 15 hours per week in the ninth grade, usually mathematics, sometimes history and general science. He occasionally employs teachers or recommends them for employment, but has very little responsibility in the fixing of their salaries. He is, however, responsible for classification and promotion of pupils. Other administrative duties for which he is responsible are supervision of grounds and building, organization, discipline, making of schedules, purchase of supplies, and supervision of transportation. He spends considerable time in visiting classes, conferring with teachers, and holding teachers' meetings; he checks teachers' outlines, conducts professional study groups, does demonstration teaching, and conducts testing programs. No clerical assistance is provided. He spends about two and one-half hours a week in making reports, keeping records, correspondence, and other clerical duties.

Kentucky.—The summary of the reports of 24 principals shows that the typical Kentucky principal supervises 8 teachers who teach an average of 241 pupils for a day of 373 minutes. The typical organization is the 8–4 plan, the typical principal has had a total of 10 years' experience and is teaching in the same position in which he taught last year. He receives little supervision from the county superintendent. He has four-tenths of a year of graduate work and 27 hours of professional training. He teaches an average of 196 minutes per day in the upper six grades. He appears to be able to teach any subject in the curriculum. He classifies pupils and helps to promote them. He does little supervision except routine visiting. He receives no clerical help, but has to spend one hour per day in these duties.

Louisiana.—Forty principals reported, 10 per cent of the total in the State. The median number of teachers supervised was 12; average enrollment, 481. The length of the school year for all schools in Louisiana is nine months with slightly more than six hours in the school day. The 7–4 grade organization prevails. The median principal has spent 12 years in classroom teaching and 11 as teacher-principal. He receives 24 hours per year of supervision largely from the parish superintendent but quite often from the parish supervisor and sometimes from the State department of education. Most of these principals have had four years of training beyond high school and some one-half year of graduate work. This training has included 13 semester hours in professional courses in supervision and

administration. The ninth grade is the grade usually chosen by the principal for teaching and mathematics is the prevailing subject. Thirty-seven principals classify and promote pupils; seven assist in employment of teachers. Other prevailing administrative duties are upkeep of building and grounds, keeping records, making reports, correspondence, transfers, distribution of textbooks, supervision of transportation. A large per cent of these principals do supervisory work: Visit classrooms, confer with teachers, hold teachers' meetings, plan and conduct testing programs, do demonstration teaching, conduct case work with pupils. Only 3 of the 40 principals reporting are allowed clerical assistance, the principals having to spend several hours a week at this type of work.

Mississippi.—The median number of teachers supervised by the 28 principals reporting was 11; average enrollment 267, slightly more than three-fourths being in the elementary grades; the median school year was 9 months with 6½ hours in the school day; the prevailing grade organization, 8–4. The median principal has taught 13 years and combined teaching with principal experience for 11 years. Of the 78 per cent who held their positions the preceding year, 45 per cent received supervision from county superintendents, county supervisors, and members of the faculty of a teachers' college to the amount of 40 hours yearly. The typical principal has had slightly more than four years of training beyond high-school graduation with about one-half year in professional courses. He teaches mathematics, science, or history in the ninth grade 12½ hours a week. All principals are responsible for classification of pupils, 89 per cent for promotion of pupils, 56 per cent for teachers' salary schedules, and 24 per cent for employment of teachers. Additional administrative duties include inspection of buildings and grounds, purchasing and distributing supplies, supervision of transportation, preparation of budget. Eighty-nine per cent visit elementary classrooms, 82 per cent visit high school, 85 per cent confer with teachers, and 89 per cent conduct teachers' meetings. In addition they assist teachers through demonstration teaching, collecting of teaching material, planning remedial measures, and projecting programs. Two principals only have had clerical assistance. Forty-five minutes a day is the median amount of time the principal finds it necessary to devote to clerical work.

North Carolina.—The following report was presented from North Carolina: The questionnaire form was sent to six counties in eastern, central, and western sections of the State. The 46 schools reporting from these counties are typical rural consolidated centers, having one principal for the 11-grade (7–4 organization) school. The average enrollment is 518, a ratio of 399 for the elementary grades to 119 for the high-school grades. The length of the school day is six

hours exclusive of the noon intermission. The teaching experience of the principal is in connection with his position as teacher-principal, a median of six years. The per cent of principals holding the same position last year is 79, an important factor in the progress of the consolidated school.

Each of the six counties studied employs one supervisor of instruction who cooperates with the county superintendent in carrying through an organized program of improvement of all the schools of the county. The principal works with the county supervisor in carrying out this program as it relates to the specific needs of his particular situation and to the progress of the county school system in general. Conferences between supervisor and principal, visiting classrooms together and discussing observations, planning programs for county-wide meetings of principals and individual faculty meetings, improving the organization of the school and plans for extracurricular activities, including community and parent-teacher association meetings, are all factors which enter into the program of supervision. This approximates five hours per month in each school, which, though inadequate, is effective to the extent possible, varying with the size of the situation involved. Cooperative supervision between the well-trained and professionally equipped rural school supervisor and the school principal who is an A-college graduate with an average of five-sixths of a year in graduate work in professional studies may be the most effective program of improvement of the schools. With the average of two and one-fourth hours per day spent in teaching and with mathematics (a subject not requiring as great an amount of time from the instructor as other subjects perhaps) his choice for teaching, the principal has about two-thirds of his time to give to administrative and supervisory duties.

The administrative duties of the principals include employment of teachers, classification of pupils, promotion of pupils, supervision of transportation, keeping records, making reports, school budget estimates, and general supervision of building.

No clerical assistance is provided and the principal must spend on an average of one hour a day in such work.

The holding power of the elementary grades is gradually increasing in the consolidated centers as the school becomes better organized, the training of the principal and teacher improved and the principal relieved of classroom duties for two or more periods per day in order to give time and attention to the needs of the elementary and high-school grades throughout the school. With the assistance of the well-trained rural school supervisor, the principal of the school is gradually developing into a principal of a school of 11 grades whose administrative and supervisory duties and responsibilities concerning the work of the elementary and high-school grades may

be more satisfactorily met by his giving intelligent and continuous consideration to the situation as regards the growth and development of the school program as a whole.

The needs of the present situation as presented by this study would seem to be (1) increase in professional training of principals, both preservice and in service; (2) more adequate supervision of schools; (3) more time for the principal to give to professional and supervisory duties; (4) increased efficiency in transportation of pupils; and (5) provision for a limited amount of clerical assistance in the office of the principal.

Oklahoma.—Seventeen principals, representing 10 counties, replied to the questionnaire. The median number of teachers per principal was six; the average enrollment 179, 71 to 29 per cent being the ratio between elementary and secondary grades. The school year extends from eight to nine months during the year, with slightly more than six hours in the school day. The 8–4 type of grade organization prevails. The Oklahoma principal has had 8 years of teaching experience, 5 of teacher-principal experience, with a median total of 13 years. He has had four years of academic and professional training beyond high school, with approximately one-fourth of a year of work in professional courses. Fifty-eight per cent of the 79 per cent holding their positions the preceding year received a median of 11 hours of supervision, mainly from their county superintendents, with occasional visits from State inspectors. All principals teach an average of 15 hours a week usually in the tenth grade, with history the predominating subject. Eighty-two per cent are responsible for employment of teachers, 52 per cent for teachers' salary schedules. All classify pupils, and 76 per cent promote pupils. Additional administrative duties are the purchasing of supplies, financing of extracurricular activities, and the like. Approximately all principals visit classrooms in both elementary and high-school grades; 71 per cent confer with teachers following such visitation, and 82 per cent hold teachers' meetings. They advise with teachers and suggest teaching materials. No clerical assistance is provided. The median principal spends 45 minutes a day in clerical work.

Texas.—Texas reports as follows: Fifty questionnaires were distributed to principals of schools of three or more full-time teachers in addition to the principals in the counties of Bexar, El Paso, Dallas, Wilbarger, Brown, Nacogdoches, and Fort Bend. In only two of these counties, Dallas and Wilbarger, are rural school supervisors employed. The 38 principals reporting represent 3 per cent of the total number of rural-school principals in schools of four or more teachers in common-school districts in Texas. The median number of teachers under the principals in these schools is 5; the school term ranges from seven to nine months, with an average of approximately

eight and one-half months; the average length of the school day is six hours. The typical plan of school organization is 7–3. The average enrollment of schools reporting is 124; the ratio between elementary and secondary grades, 132:21. The median experience of principals as teachers is 11 years; as teacher-principal 9 years. Sixty-eight per cent of principals reporting held the same position last year. Only nine principals report any supervision received during that year. Five reported supervision by county superintendents, totaling 27 hours; four reported supervision by county supervisors, totaling 69 hours. The typical training of principals is three years above high-school graduation. The average number of minutes per week the typical principal teaches is 1,425. The prevailing subject taught is mathematics. All principals reported responsibility for classification of pupils, and 86 per cent for promotion of pupils. In addition they direct playground activities and purchase and care for equipment. The majority of principals visit in both elementary and high-school grades, confer with teachers, and hold teachers' meetings. Only one principal reports clerical assistance.

West Virginia.—The typical principal of the 37 reporting from 2 counties in West Virginia supervises a school with 8 teachers, an enrollment of 302 pupils, 77 per cent in elementary and 23 per cent in high-school grades, having a school year of 8.4 months and a school day of slightly more than 6 hours, with an 8–4 grade organization. He has had a median of 12 years' teaching experience and 5 as teacher-principal. His training has been three years beyond high school with one-third of a year in professional courses. Three-fourths of the principals reporting held their positions the preceding year and about half received supervision ranging from 2 to 400 hours during the year from the county superintendent or supervisors. Sixty-seven per cent teach an average of 25 hours per week, usually in the seventh grade. Only one principal teaches in high school, his subject being English. A small number are responsible for employment of teachers and teachers' salary schedules; about one-half classify and promote pupils. Other administrative duties include supervision of extracurricular activities, purchase and distribution of supplies, and supervision of playgrounds. Supervisory duties include visiting of classrooms, conferring with teachers, holding teachers' meetings, carrying out testing programs, rating teachers, conducting reading circles and discussion and study groups, and supervision of the course of study. Clerical assistance is provided four principals, part-time in three cases, but one principal is given three full-time clerks. The principals with no assistance spend from one to two hours daily in preparing records, reports, schedules, and programs; in correspondence; in ordering and distributing supplies;

in library work; in bookkeeping; in publicity; and as secretary of the board of education.

Summary of Information for All States

While information was in many cases too incomplete or indefinite to arrive at exact averages or medians for the nine States reporting as a whole, the following summary probably presents a reasonably true picture of the present status of the principalship under the supervision of the county superintendent in those Southern States included in the study, suggests needs and possible ways of improvement and forms a basis for future study:

Total number of principals reporting	287
Per cent of total rural principals in State (approximate median)	10
Number of counties represented (8 States)[1]	82
Median number teachers per principal	8
Average total enrollment per school	267
Average elementary enrollment per school	211
Average secondary enrollment per school	61
Ratio of elementary to secondary enrollments (percentages)	77 to 23
Length of average school year in months	9
Length of average school day in hours	6.1
Prevailing type of grade organization:	
8–4 (States)	5
7–4 (States)	2
7–3 (State)	1
6–3–3 (State)	1
Median years of teaching experience	11½
Median years of teacher-principal experience	7
Median years of experience as principal	0
Median years of total experience	13
Median years of training beyond high school	4
Median years of work in professional courses in administration and supervision	0.4
Per cent of principals holding present position preceding year	76
Per cent of principals holding present position preceding year who received supervision	64
Median amount of supervision received in year	24
By whom supervised: The prevailing source of supervision received was the county superintendent; county supervisors assist in 6 States; some additional supervision is given by State supervisors and members of the faculties of teachers colleges.	
Per cent of principals who teach	84
Average number of hours per week typical principal teaches	15
Prevailing grades taught	9, 10
Prevailing high-school subjects taught: Mathematics, first choice; history, second; science, third.	

[1] One State failed to report this item.

Per cent responsible for—
- Employment of teachers 37
- Teachers' salary schedules 14
- Classification of pupils 90
- Promotion of pupils 83

Prevailing additional administrative duties:
- Purchase and distribution of supplies, supervision of buildings and grounds, supervision of transportation, extracurricular activities, discipline, records and reports, organization and arranging of schedules, preparing budgets, community work, school board meetings.

Per cent engaging in—
- Visitation in elementary grades 87
- Visitation in high school 65
- Conferences with teachers following visitation 82
- Holding teachers' meetings 85

Prevailing additional supervisory activities:
- Demonstration teaching, testing programs, collection of teaching material, checking teachers' outlines, directing use of course of study, conducting professional study groups, outlining supervisory programs, case work with pupils, planning remedial measures, curriculum construction, rating teachers, observation.

Per cent having clerical assistance [2] 4.1

Median number of hours daily principal must spend in clerical work ..... 1 to 2

Characteristic clerical activities:
- Keeping records; preparing reports; correspondence; financial accounts; collections and disbursements; ordering and distributing supplies; typing or mimeographing outlines, tests, programs, etc.; classifying and filing materials; secretary to school board; making inventories; enumeration; library work; publicity.

THE DEVELOPMENTAL HISTORY OF THE SCHOOL CHILD AN AGENCY IN SUPERVISION

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The developmental history of the school child is an important factor (*a*) in making better provision for the school entrant, and (*b*) in promoting the progress of the unadjusted and mentally deficient child.

When a child becomes 6 years of age he is entitled, according to the public school law, to enter the public school. Other than the chronological age requirement which is fixed by law, there are no standards for admission to the first grade in operation generally throughout the country. In a few of the more progressive systems, certain other factors which affect the child's progress, such as his general ability

[2] Slightly larger per cent of assistance promised for the next year; in 5 cases, practically full-time assistance.

to do first-grade work, his physical and mental maturity, and general health, are given consideration when application for entrance is made.

The present course of study for the first grade is planned for the child who has a mental age of 6 years. A child who is not 6 years old mentally, although he may have reached his sixth birthday and have entered school, is not ready to do the work of the present prescribed curriculum. If he is to accomplish this prescribed curriculum his status or readiness for it should be carefully determined. Mental age is the most important and best single factor in this determination. Chronological age alone as a determiner of admission to the first grade is unsatisfactory and results in failure for a large number of children enrolled in the first year of school.

While approximately 25 per cent of the total enrollment in the rural elementary schools of North Carolina were in the first grade in 1927–28, the second grade enrolled only 13 per cent of the total enrollment. A comparison of the number of pupils in the first grade in 1926–27 with the number in the second grade in 1927–28 shows a loss of 44,000 pupils. Of all the grades in the school system the largest losses occur between the first and second grades. The 72 per cent of normal-age children for the grade (entering at 6 years) during 1925–26 was higher than the percentage of normal-age children for any other grade in the system but the percentage of promotions for the same year was lower than any other grade. This is a very significant fact for, as a rule, the lower the percentage of promotions, the higher the percentage of retardation. The percentage of retardation in this grade and at this period of the child's life may not seem of very great importance; but the loss of a year or more in school, the cost of reteaching, the effect on the child and his future progress or failure, and of having to go over the same ground a second or third time, are serious results or outcomes of the situation.

By the plan outlined here, which we are striving to promote and establish in each school situation in North Carolina, the teacher should have a much better understanding of the preschool child applying for entrance into the first grade. In addition to the child's name, birthday, and parent's address, it is essential that the teacher have information concerning his mental age and general ability to do first-grade work, including some knowledge of his health and physical and social maturity. This information should serve the teacher as a means for better understanding the child and his needs and as a guide in the selection of school activities, situations, and experiences to supplement and adjust the curriculum to the needs of the individual during his progress through the first grade.

The following form is being used to assemble such data as may prove helpful to the teacher and supervisor in (1) getting a picture of the whole child, including a brief family history as a background, and the child's present equipment, physically, mentally, and socially; (2) the proper classification of the pupil at the beginning of the school year; (3) working out an adaptation of the curriculum to meet the interests and needs of the individual pupils; and (4) establishing a record system which implies child study on a more scientific basis.

INFORMATION BLANK FOR SCHOOL ENTRANT

School _____ Date _____
Name _____ Sex _____ Age: Years____ Months____
Home address _____ Distance from school _____ miles.

I. Family history:

Father _____, living _____, age ____, education _____, occupation _____, health history _____. Comments (time, care, friendliness, sympathy, enjoyment, discipline, child's response) _____

Mother _____, living _____, age ____, education _____, occupation _____, health history _____. Comments (time, care, friendliness, sympathy, enjoyment, discipline, child's response) _____

Number of brothers __, ages _____, health _____.
Number of sisters ____, ages _____, health _____.
Other relatives living in the home _____, home life (general atmosphere) _____.

II. Developmental history:

A. Mental: Mental age ____, I. Q. _____. Tests used_____. Knowledge of everyday facts: His age _____, birthday _____, parents' names and address _____, days of week _____, time of day _____. Knowledge of rhymes _____, stories _____, songs _____, and games _____. Vocabulary: Average _____, above _____, or below average _____. Pronounced likes and dislikes _____. Responds to reasoning _____. Self-control _____. Desire to know things _____. Curious about things _____. Distinguish between truth and falsehood _____, make-believe and real _____. Ability to plan _____, and to carry through to completion _____. Cooperative and willing to accept suggestions _____.

B. Physical: Height ____, weight ____, annual gain ____. Posture: Good _____, poor _____, defects _____. Head erect _____, straight legs _____, back straight _____, good arches _____. Skeleton: Adequate structure for weight and height and size _____. Muscles: Shows good muscular activity and ability to carry on ordinary play activity _____. Skin color _____. Subcutaneous fat test on under-arm _____. Eyes: Vision—good _____, poor _____. Ears: hearing—good _____, poor _____. Tonsils _____. Breathing _____. Speech: Distinct or plain _____. Voice: clear _____, or

II. Developmental history—Continued.

obstructed _____, defects _____. Sleep and rest: Number of hours ____, good sleeper _____, rest during day _____. Eating: Sufficient food intake _____, number of meals ____, and hours _____, food dislikes _____. Amount of milk per day _____. Nervous habits: Speech defects _____, thumb sucking _____, nail biting _____, restlessness _____, enuresis _____. Summary statement: Physical maturity _____, normal growth _____, development in general _____. Comments: _____

C. Social: Respects the rights and property of others _____. Shares in home duties and responsibilities _____. Gets along well with other children _____. Likes to play alone _____, or with others _____. Responsive when spoken to _____. Is there companionship for the child during waking hours? With children _____, with adults _____. Reaction to companions _____. Has the child been very much alone? _____. Reaction to being left alone _____.

Disposition and type of response

[M—marked; A—average; L—lacking. Check (√) in column]

	M	A	L	
Happiness				
Obedience				
Negativism				
Stubbornness				
Affectionateness				
Independence				
Resourcefulness				
Assertiveness				
Persistency				
Showing off				
Irritability				
Sensitiveness to approval or blame				
Courtesy				
Timidity				
Self-reliance				
Special fears				

III. Classification: (Check √)

_____ Junior-primary group.

_____ First grade:

_____ Section I. First half year.

_____ Section II. Second half year.

_____ Unclassified.

Teacher _____. Specials _____.

Notes.—

A study of the items recorded here enables the supervisor and teacher to determine the most serious problems of the grade as a whole, and helps to place the emphasis on the relatively more important needs of the first grade as a group. On this more scientific basis the remedial work is planned, and the problem of meeting the needs of the children of different degrees of maturity is attacked right at the beginning of school, and normal progress according to his ability may be assured each school entrant.

A study of the "Information blank for the school child" should enable the teacher to answer the following summarizing questions and give her valuable information concerning the individual child entering school:

PHYSICAL

1. Is the child's height and weight normal for his age?
2. Does he make regular annual gains in height and weight?
3. Does he have the following general appearence of health:
   Is apparently of right weight for height.
   Skin of good color.
   Flesh gives appearance of firmness.
   No noticeable pallor or circles under eyes.
   Usually happy and good-natured.
   Does not tire or become irritated easily.
   Is active mentally and physically (not nervously so).
   Has good posture and motor control.
4. Does the child show regularity in the daily routine of sleeping, eating, eliminating, bathing, dressing, playing, and working?
5. Does he possess (*a*) good food and sleep habits? (*b*) the habit of caring for himself in bathing, dressing, and using toilet?
6. Does he have a regular physical examination once a year, and have physical defects attended to promptly?
7. Does the child have adequate and healthful diet?
8. What contagious diseases and successful vaccinations has the child had?

MENTAL

1. What is the child's mental age and intelligence quotient according to the best available mental tests?
2. Does the child show ability to plan and carry out ideas through construction work with play materials? Does he make things?
3. Does the child stick to one activity or enterprise until it is finished?
4. Does he understand and respond to reasoning?
5. Does the child have knowledge of everyday facts he needs to know: His age, birthday, parents' name and address, days of week, etc.
6. Does he have a growing vocabulary, and speech which is free from defects?
7. Is the child happy and free from worry and unnecessary fears or emotional upsets? How does he act when a wish is denied?
8. Does the child show self-assurance and stability and exhibit some control when angry?
9. Is the child cooperative and willing to accept suggestions?

10. Does the child ask questions to obtain information?
11. Does he distinguish between truth and falsehood, make-believe from real?
12. Does he know a few simple stories, rhymes, songs, and games?

SOCIAL

1. Does the child get along well with other children, does he play fair, does he have the ability to do things with other children?
2. Does he respect the rights and possessions of others; show responsibility for caring for his and others' possessions?
3. Does he show independence, self-reliance, asking for help only when needed.
4. Does he have good manners at the table or in contact with others?
5. Does the child obey reasonable and fair requests promptly? Is he easily guided?
6. Is he free and independent in his responses to everyday situations?
7. Does he share in home duties and responsibilities without being forced?

How and when the "Information blank for the school entrant" is used is important because of the several and different factors which enter into the success of the program pertaining to assembling the data concerning the school entrant and making practical use of the same.

In our experience it has seemed best to plan for either an all-day program held at centrally located schools in different sections of the county or city during the spring term and attended by parents and the preschool children; or a two or three day clinic held at these school centers as early as practicable after the closing of the school for the spring term. Outlines indicating the main problems and scope of the programs for the beginners' day and the educational clinic follow:

THE BEGINNERS' DAY PROGRAM

1. Survey to determine scope of problem.
2. Selecting schools for clinics.
3. Deciding on dates.
4. Transportation for beginners and parents.
5. Assistance available.
6. Publicity needed.
7. Program:
    (*a*) Preparation for clinic at school.
    (*b*) Enrollment of beginners.
    (*c*) Physical examination.
    (*d*) Refreshments and party—
        (1) Parents leave children and hear lectures on child care and training.
        (2) Assemble in auditorium for lecture.
    (*e*) Stories and mental tests.
    (*f*) Vists to classroom with parents—
        (1) Special program to interest beginners.
        (2) Favors to take home.
8. Vaccinations.
9. Leaving clinic with record sheet showing defects to be remedied during summer.

EDUCATIONAL CLINIC

1. Registration of parents and children (compiling data on "Information blank for school entrant").
2. Physical examination of children.
3. Talks and discussions on child health and child care.
4. Exhibits and demonstrations of practical help to parents and teachers.
5. Visiting classrooms observing use of equipment by special group of children.
6. Lunch and entertainment for children.
7. Mental tests given to children.
8. Talks to parents about necessary remedial work in regard to physical defects of children.
9. Vaccinations.
10. Completing "Information blank" for teachers' files.

With the hope of giving all first-grade beginners a normal start, preschool enrollment and advanced physical and mental testing increase from year to year. Through health clinics and special effort on the part of parents remedial work for physical improvement usually follows during the summer with decided improvements in the child. During the year 1928–29 educational clinics were conducted in 15 counties, with an enrollment of 4,000. Thirty-five hundred physical examinations and 6,500 mental examinations were given before the opening of school. During the spring of 1929 the preschool enrollment in 23 of the 31 counties was 5,600 and the number of physical examinations given, 5,600.

DIRECT MEANS USED BY RURAL SUPERVISORS TO IMPROVE TEACHERS IN SERVICE

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A study was undertaken to determine how six direct supervisory agencies, namely: Classroom visitation, directed teaching, demonstration teaching, directed observation, individual conferences, and teachers' meetings are being used by general elementary supervisors in both city and rural schools with a view to determining, in so far as facts and opinions seem to warrant, just how and under what conditions each of these agencies should be used to improve teachers in service. Answers were sought to the following questions: (1) What is the scope of the general elementary supervisor's work and what are her professional qualifications? (2) What is the present practice of general elementary supervisors with regard to the use of the direct agencies of supervision to improve teachers in service in city systems? In rural systems? (3) What significant differences are there in the practices of rural and city supervisors? (4) To what extent, in the

opinion of specialists, superintendents, and teachers, should each of these direct supervisory agencies be used, and what is its relative merit in a well-balanced program of supervision?

Since space does not permit a summary of all findings relating to rural supervision, this article has been confined to answers to the first two of the foregoing questions. These answers were derived from a study of supervisory conditions and practices of 100 representative rural supervisors who reported on a rather detailed checking list.

(1) *Scope of work and general qualifications of rural supervisors.*—The scope of the rural supervisor's work and his professional qualifications are given under the following heads: Title, supervisory unit, grades supervised, number of teachers and schools per supervisor, and training, experience, and tenure of rural supervisors. In most cases numbers and percentages have been expressed to the nearest whole number.

Title.—Rural supervisors are called "county supervisors" in 40 per cent of the 100 representative systems studied, but 13 different titles are used in designating the other 60 per cent, "elementary supervisor" being second in frequency of use and "assistant superintendent," third.

Supervisory unit.—The unit of supervision is the entire county in 84 per cent of the systems; the school district in 6 per cent; the township in 5 per cent and the zone, or a fractional part of the county, in the other 5 per cent.

Grades supervised.—All of the elementary grades are supervised by 77 per cent of the rural supervisors; an additional 7 per cent also supervise one or more of the high-school grades; while 11 per cent have only the primary grades; and 5 per cent only the upper elementary grades.

Number of teachers.—The number of teachers per supervisor ranges from 25 to 562 with an average of 89.

Number of schools.—The number of schools supervised ranges from 4 to 175 with an average of 30.

Training.—The average rural supervisor has had 4.6 years of training beyond high school; 63 per cent of the supervisors are college graduates; 26 per cent are normal-school graduates; and 11 per cent hold master's degrees; 38 per cent, bachelor's degrees; and 36 per cent do not hold degrees. Forty-five per cent, or nearly half, of those holding degrees, have received the degree since they began supervising, 1925 being the median date.

Experience.—The average rural supervisor has had 16 years of experience in educational work, she has been supervising 4.9 years. Ninety-four per cent have taught in the elementary grades and 19 per cent have done critic teaching.

Tenure.—While the average supervisor has been supervising only 4.9 years she has held her present position for 4.1 years or all but less than one year of this time. Furthermore, 35 per cent, or more than one-third, of the rural supervisors had been either teachers or principals in the system before being made supervisor.

Salary.—The range in salary is from $1,350 to $4,800 with an average of $2,412.

(2) *Present practice with regard to the direct agencies of supervision.*—The term "direct supervisory agencies," as used in this study, was more or less arbitrarily chosen to designate the means supervisors use when dealing directly with teacher activity for the purpose of improvement. The six supervisory agencies so classified are: Classroom visits, directed teaching, demonstration teaching, directed observation, individual conferences, and teachers' meetings, including group conferences. Present practices of the rural supervisors reporting relative to the use of each of these agencies are set forth below:

Classroom visitation.—All of the rural supervisors use classroom visitation as a means of improving teachers in service. The type of visits made, purpose, number, frequency and distribution of visits, activities of supervisors during a room visit, and the follow-up devices utilized are summarized as follows:

The type of visits made, named in order of frequency of use, are: Visits on call, schedule visits, and dropping-in visits or visits made without previous arrangements. The scheduled visits are announced, however, in only one-third of the cases.

The purpose for which the visits are made, named in order of frequency are: To observe one or more lessons; to do demonstration teaching; to test the children; and to confer with the teacher without observing.

Only 5 per cent of the supervisors make the same number of visits to each teacher. All others make some allowance for individual differences in prorating their visits.

New and inexperienced teachers are visited first in nine-tenths of the systems, while approximately two-thirds of the supervisors give their major attention to problem teachers.

The minimum number of visits per year ranges from 1 to 20 with an average of 3.

The length of the visits varies greatly—the range is from 5 minutes to several days, but half of the supervisors make visits of not less than 30 minutes and not longer than 2 hours.

Most of the supervisors seem to feel at home in the classroom. The majority enter without knocking; usually nod or smile a greeting; and take a place near the group but in the rear. The various

things done while observing indicate that the activities of the supervisors are largely determined by what is going on in the room at the time of the visit.

The majority of the supervisors make notes of their observations, but these are more often taken outside than in the room. Only about one-third use observation outlines for this purpose.

Records of observations are usually kept but not in such form as to be accumulative.

It is generally conceded that the value of a supervisor's visit largely depends on the nature and amount of follow-up given. The following follow-up devices, named in order of frequency, are used by 50 per cent or more of the rural supervisors: Individual conference with the teacher observed; suggesting or providing helpful teaching materials; holding group conferences on general problems; demonstration teaching by the supervisor; sending teacher to observe successful teaching; and having written suggestions.

Directed teaching.—With one exception directed teaching is the least frequently used of the direct means of improving teachers in service. This term denotes teaching done under the constant direction and guidance of a supervisory official. It may mean directing all the activities involved in preparing and conducting each lesson or it may mean merely directing a series of special lessons for a specific purpose. There are several obvious reasons why this means of supervision would not be used very extensively for the in-service training of teachers. This study shows, however, that it is used for the continued training of some of the teachers in approximately three-fifths of the rural systems.

The supervisor usually directs those doing directed teaching, but in about one-fifth of the cases studied the teacher has the help of both the principal and the supervisor during this period of intensive training.

The length of the directed teaching period varies widely in the different systems and for different teachers in the same system. The longest period reported was two years and the shortest three days.

The types of assistance given the teachers during this period by at least half of the supervisors, named in order of frequency of use are: (*a*) Help teachers plan one or more lessons or units of work; (*b*) observe the teaching of the lessons or units planned together; (*c*) discuss the lesson observed; (*d*) direct the teacher's professional study; (*e*) arrange for her to observe skillful teaching.

Demonstration teaching.—Demonstration teaching as a supervisory agency had its unique and interesting beginning in a covered wagon driven by a teacher who carried his 12 pupils to the different institutes of Rhode Island for the purpose of demonstrating to teachers

in service better methods of teaching. From this simple beginning it has grown until it is now used by 97 per cent of the rural supervisors for the in-service training of their teachers. The study shows that, while used for practically all the teachers, demonstration teaching is not considered of equal value to all.

The types of demonstration teaching most frequently used and also judged as the most effective by the supervisors are: (*a*) For individual teachers, a demonstration by the supervisor with the teacher's own pupils; (*b*) for a group of teachers, a demonstration conducted by a capable teacher in her own classroom.

Demonstration teaching is used at group teachers' meetings in a majority of the systems but not at the general meetings attended by all the teachers of the system.

The principles of procedure which at least half of the supervisors considered essential to demonstrations planned and conducted for group teachers are given according to frequency of use. The first three of these also applied to demonstrations arranged for individual teachers. (*a*) The demonstration lesson is taught in the regular classroom. (*b*) The demonstration is carefully planned to meet the needs of observer or observers. (*c*) It is followed by a conference which is usually held on the same day. (*d*) The demonstrator is present. (*e*) Both observers and demonstrators know the standards by which the teaching is to be valuated. (*f*) The conditions of the demonstration adhere rather closely to the conditions under which the observers work.

Directed observation.—Directed observation is the least used of all the direct supervisory agencies. When viewed from one angle this agency may be considered a phase of demonstration teaching, while from another standpoint demonstration teaching is one form of directed observation. The chief distinction is that directed observation refers to a consecutive series of demonstrations which are used as an intensive training device to bring about rapid improvement of a teacher or group of teachers with similar needs. Because of the differences in extent and purpose of these two types of demonstration they have been treated separately, but, due to this overlapping, principles of procedure are not repeated in connection with directed observation. When we consider the difficulties entailed in releasing teachers for such frequent observations and the supervisory time required to plan and direct the observations, it is not surprising to find "directed observation" used only by one-third of the rural supervisors.

The length of the observation period is most frequently the class hour, but in about one-tenth of the cases observers stay for the half or a whole day.

Sometimes the principals supervise the teachers doing directed observation but in the majority of cases supervision is given by the rural supervisor.

The nature of the supervision given teachers by at least half of the supervisors named in rank order, is as follows: (*a*) Supervisor is present at observation; (*b*) there is a discussion of each observation; (*c*) the teacher observed is present at this conference; (*d*) the observers are required to take notes on the observation.

Individual conferences.—School or office conferences, as an individual means of improving teachers in service, are used by 98 per cent of the rural supervisors. Because of the very personal nature of this type of conference it is usually considered one of the most difficult of the supervisory agencies to keep on a professional basis. This section gives the types of individual conferences used; length, time, and place held; technique of criticism employed; etc.:

The types of conferences held with individual teachers named in order of frequency of use are: The conference following an observation, the follow-up conference and the preteaching conference or conference held before observing.

The different times utilized for conference named in order of frequency of use are: After school, at the end of the recitation hour, at the recess period, some other day, and later during school hours. Some supervisors do not take any school time for these conferences.

The teacher's classroom is the place most frequently used for the conferences held at school.

The conferences after observation range in length from one minute to two hours. The mode suggests one-fourth of an hour as a desirable minimum and three-fourths of an hour as the desirable maximum.

Approximately nine-tenths of the supervisors arrange to be alone with the teacher during the conference.

The average rural supervisor tries to make her criticisms constructive, encouraging, sympathetic, friendly, specific, and severe when necessary.

Practically three-fourths of the supervisors confer with the building principal after visiting in his school. Many confer with the principal before all visits, but a conference of this kind is more often held when it is a visit on call. The topics about which they most frequently confer, named in order of frequency, are: Needs of individual teachers, classification and adjustment of pupils, teaching materials and equipment, and follow-up supervision by the principal.

Only two-thirds of the supervisors keep regular office hours. The other third hold office conferences only by appointment.

Teachers' meetings.—Teachers' meetings of some kind are used by all the supervisors in both city and rural systems. This seems to be the best means supervisors have found for the group training of

teachers in service. For this reason a great deal of attention has been given to showing how teachers' meetings, including group conferences, are being used; that is, the number and kinds of meetings being held, purpose, time, place, length, attendance, grouping of teachers, and such things in the planning and conducting of teachers' meetings as lend themselves to statistical treatment.

The different kinds of meetings held, named according to the number of rural supervisors using them, are: Group meetings or meetings attended by certain groups of the teaching corps; general meetings of all teachers in the system; preschool or the meeting held before the opening of school; and principals' meetings.

The group meetings are largely professional in nature and content; the general meetings, principals' meetings, and meetings before school opens are about equally administrative and professional.

The number of the different types of meetings held varies greatly. Average practice recommends from two to four general meetings, from four to six group meetings for each teacher, and monthly principals' meetings.

Attendance at all teachers' meetings is compulsory in a majority of the systems. Attendance at group meetings and principals' meetings is more often voluntary than at meetings of a more general nature.

All days of the week, except Sunday, and practically all different times of day between 8 a. m. and 9.30 p. m. are used for teachers' meetings. They are frequently held on Saturday morning when there is no demonstration teaching and on Friday more often than any other day when there is demonstration.

There is apparently little agreement as to the most desirable length for these different kinds of teachers' meetings. In at least half of the systems the meetings before school opens last for 2 or more days; the general meetings for 3 or more hours; and the group meetings are 3½ hours or longer.

Various groupings are made of the teachers for their professional meetings. The groupings most frequently used, named in order of use are: Intergrade meetings or meetings of teachers of two or more adjacent grades, grade meetings, meetings of teachers in schools of the same size, and meetings of teachers in the same geographical section.

In a few of the systems, representatives from all the professional groups concerned have a part in planning the programs for the teachers' meetings. The county superintendent participates more often than any of the others in planning the programs for the preschool, general, and principals' meetings but the county or general supervisor is the one who most frequently has a part in planning for the various kinds of group meetings held.

Those most frequently placed on the program of the various kinds of teachers' meetings, named in order of frequency are: Preschool meetings—superintendent, general supervisor, educational specialists; general meetings—superintendents, educational specialists, general supervisor; group meetings—teachers, general supervisor, special supervisors; principals' meetings—superintendents, principals, and general supervisors.

There is a wide range of topics around which the problems discussed at the different kinds of teachers' meetings center.

Teachers participate more often and in many more ways in their professional group meetings than in those of a more general nature. In fact, 12 different kinds of teacher participation in group teachers' meetings were reported by at least half of the rural supervisors.

(3) *Recommended uses of findings.*—The uses rural supervisors are making of the direct agencies of supervision have been summarized as objectively and as qualitatively as possible. Such a description of present supervisory conditions and practices may be of service in the following ways: (1) Furnish rural supervisors with tentative norms for self-criticism; (2) give prospective rural supervisors the benefit of the supervisory experience of others; (3) provide county superintendents and those responsible for directing the work of rural supervisors with a basis for comparing supervisory conditions and procedures in their system with those in others; (4) furnish instructors of courses in supervision with specific data for constructive criticisms and recommendations.

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